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ABSTRACT

A general framework is presented for the Sheridan School District K-12 social studies curriculum. The guide is arranged into three sections: rationale, goals and objectives, and scope and sequence. The rationale section emphasizes that students should develop awareness of individual rights and responsibilities, cope with the problems of our complex and heterogeneous society, and recognize global interdependence. Objectives are divided into categories of knowledge, skills, and attitudes, then described and tied to a particular academic level. The focal point of the guide is the scope and sequence section. Pupils in primary grades study the individual as a member of widening societies, such as the home, school, and community; intermediate grade pupils study the state, nation, and hemisphere. Junior high school students learn about the Eastern hemisphere, the United States, and the world, while students in high school are required to take courses in American studies, human behavior, economics, and civics. The curriculum content for each grade level is detailed, giving major themes and topics. A list of recommended basal materials and an analysis system for evaluating social studies materials are included. (LP)

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Social Studies Curriculum Guide

Sheridan Public School District No. 2

Englewood, Colorado

SO 015 066

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It is always true that the members of a writing team gain more education from the development process than those who use the finished product. Therefore, it is important to thank the Board of Education and the Administration for the opportunity to serve on this committee.

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SHERIDAN SCHOOL DISTRICT NO. TWO
Englewood, Colorado

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HOW TO USE THIS GUIDE

Unlike many curriculum guides, this social studies guide presents overall guidelines to teachers of the social studies in Sheridan School District. It has been developed to provide a general framework for social studies instruction. It is designed for simple, easy use. It is anticipated that about 80 percent of classroom instruction will be based on the guide; the remaining 20 percent is at the discretion of the teacher.

Section 1.0, Rationale, should be read and digested by every teacher. The rationale of the Sheridan social studies program provides the important philosophical basis for classroom instruction. Section 2.0 states the K-12 goals and objectives of the program. Particular attention should be given to where an objective is to be introduced. After an objective is introduced, it is reinforced and extended throughout the remaining grade levels. It is necessary for the teacher to refer to specific instructional materials for teaching unit and daily lesson objectives. Section 3.0, Social Studies Scope and Sequence, provides specific grade level/course content flow. Teachers are to follow the content sequence in so far as possible, keeping in mind that current events and needs of students can be accommodated throughout instruction.

Should there be new curriculum materials available for purchase, teachers are encouraged to use the short materials analysis form found in Appendix A. A listing of recommended basal materials for each grade level or course is found in Appendix B.

The guide represents the best thinking of the social studies writing team. It is an up-to-date document that will serve the Sheridan school district well.

1.0 Rationale for the Social Studies Program

Sheridan Public School District No. 2

Englewood, Colorado

The major goal of the Sheridan School District social studies program is to prepare students, through K-12 learning experiences, to be productive, functional citizens.

It is the responsibility of the Sheridan School District to reflect the views of those it serves. Sheridan schools recognize the diversity of backgrounds of students while also recognizing that school can have an impact on only a portion of student thinking. First and foremost, the social studies staff believes that school should be a place where students can be successful. The school has an obligation to help students learn how to learn, to apply thinking to real life situations, and to achieve a sense of self-worth.

The social studies staff recognizes that our democratic society is diverse, complex, and ever-changing. Students in the social studies program must be aware of the many social problems which currently exist. They must learn how to deal with those problems, both now and in the future. Many of the problems are based on past events and decisions. Among these are environmental deterioration, religious differences, family breakup, and economic and political uncertainty. Moreover, students need to become aware that the United States is interdependent with other societies in the world, and is becoming moreso as the demand for natural resources increases and as communication increases with others.

The social studies staff recognizes that all individuals have certain rights and responsibilities. Students need to recognize these rights

and responsibilities and learn to act on them. They need to cope with both change and uncertainty in the social system, and to seek ways to ensure the dignity of human beings.

The social studies staff recognizes that there are different teaching and learning styles. The staff also recognizes that teacher and administrator attitudes toward schooling, toward students, and toward the nature of knowledge establishes the learning climate of the school. Major concerns of teachers are to help students know about, identify, and deal with social issues. The staff recognizes that learning takes place both in and out of school and that the school can and should build on the learning experiences of students.

Knowledge is ever-changing and uncertain. Knowledge is increasing at a very rapid rate. Knowledge is powerful. Therefore, a major concern of the social studies staff is to provide students with experiences in information management--how to identify problems, how to seek information relevant to identified problems, how to evaluate information, and how to make decisions that move toward problem solutions.

The staff recognizes that students have a right to dignity and respect. Students have unique characteristics, individual talents, differing maturity levels, and different ability levels. Four major goals are to be kept in mind throughout the student's engagement with social studies. First, students need to develop a positive self-concept. Second, students need to develop the ability and willingness to think critically. Third, students need to assume increasing responsibility both for their own learning and their behavior. Finally, students, with the help of the staff, need to learn certain knowledge, demonstrate their social studies skills, and display appropriate attitudes toward themselves, others, their school and community, and society at large.

2.0 Social Studies Goals and Objectives
Sheridan School District

The following represent agreed upon K-12 goals and objectives for the Sheridan School District Social Studies Program. The objectives are organized into knowledge, skill, and attitude objectives. Following the statement of each objective is a key which indicates where the objective will be introduced (P-primary, grades K-2; I-intermediate, grades 3-5; M-middle school, grades 6-8; S-senior high school, grades 9-12). A bracket ⌐ in front of the grade level letter means that the objective is addressed in the school years included. Particular attention should be given to the levels at which the objective is introduced.

KNOWLEDGE OBJECTIVES

A. Social Organization

1. Describes some of the groups people form such as family, peer, community, national and international groups; gives explanations of how groups function and change. — P I M S

2. Identifies some preferences among people that lead to group identification (e.g., common interest, common heritage). — P I M S

3. Describes some of the functions and changes of basic institutions (e.g., educational, legal, religious, financial, health care, business) in various cultures . — P I M S

4. Identifies "cultural universals" such as shelter, food, communications, socialization, family organization and religion. . — P I M S

5. Describes some of the basic patterns of human settlement (e.g., nomadic, village, city) and describes similarities and differences between these patterns. — P I M S

6. Identifies and describes some influences groups (e.g., family, peer) and institutions have on individual behavior and attitudes. — P I M S

B. Change

1. Identifies individuals and groups whose efforts, ideas, or inventions have significantly affected the lives of other human beings. — P I M S

2. Describes major changes that have occurred in the way people live or work and describes some ways, ideas, customs, and inventions have been transmitted and spread from one people to another. — P I M S

3. Describes some factors that might promote or inhibit change, and generalizes about their effect on society. P I M S

C. The Environment

1. Identifies the major features of the physical environment and knows some of the general characteristics of regions and regional patterns in the world. P I M S

2. Describes and evaluates some of the effects of population density and growth; explains and evaluates ways human resources have been used; and explains some effects of technology. P I M S

3. Describes ways human beings have adapted to or modified their physical environment; explains some reasons for these changes; describes and evaluates the effects of such changes. P I M S

4. Explains and evaluates ways in which natural resources have been allocated, utilized, and conserved in the community, regions, the nation and in other societies. P I M S

D. Decision Making

1. Gives examples of some decisions made at home, in school, in peer groups, or at work, which affect individuals and their behavior. P I M S

2. Identifies decisions made about the production and distribution of goods and services in community, state, national and international situations; suggests some reasons for these decisions and indicates possible effects of these decisions. P I M S

3. Explains the influence of geographic location, life style, advertising, level of income, peer pressure, and governmental action, on consumer decisions; describes and evaluates individual or group actions taken to protect the consumer. P I M S

4. Identifies specific interests of some of the major economic, social, and political organizations in the United States and describes some influences these groups have on the decision-making process. P I M S

5. Identifies some factors (e.g., lack of opportunity, lack or distortion of data, no clear cause-and-effect relationship, impact of time, conflict of values) that make political and economic decisions difficult, uncertain, and/or unjust. P I M [S]

6. Compares and contrasts decision-making processes of democratic and totalitarian political systems and socialistic and capitalistic economic systems. P I [M S]

7. Identifies major factors which have contributed to the economic and political development of a particular country; explains how some of these factors have influenced the decision-making process. [P I M S]

8. Explains how an analysis of the political and economic decision-making processes employed in the past can help in making decisions about the future. P I [M S]

E. Government

1. Demonstrates knowledge of the reasons for rules and laws within a society. [P I M S]

2. Describes some of the reasons why people form governments. P [I M S]

3. Identifies the structure and function of government within the school and community. P [I M S]

4. Identifies the rights of the individual as expressed in the United States Constitution and explains the importance of these rights in public and private decision-making. P [I M S]

5. Explains the formal and informal relationships among the branches of the federal government and identifies changing relationships in the division of power between local, state, and national governments. P I [M S]

7. Identifies and explains some of the political and economic interactions among nations. P [I M S]

8. Develops an historical perspective about the role of government in the United States. P [I M S]

E. Values and Conflict

1. Identifies potential sources of conflict in groups (e.g., family, peer, school) and cites specific situations where there is potential or actual conflict; explains some reasons for the conflict; predicts the consequences of the conflict. P I M S

2. Identifies ways people react to conflict in family, peer, school, community, national and international situations, and evaluates those reactions. P I M S

3. Identifies ways conflict has been handled in family, peer, school, community, national, and international situations, and explains how conflict may affect relationships between individuals and between groups of people. P I M S

4. Gives constructive ways of handling conflict situations. P I M S

5. Identifies objects, feelings and ideas important to people in different places, and at different times; describes ways people express their feelings; and infers beliefs, values, and life-styles from different kinds of information. P I M S

6. Compares and contrasts the ways beliefs and values are transmitted in their society with ways by which beliefs and values are transmitted in another society. P I M S

7. Describes ways beliefs and values are transmitted between cultures. P I M S

Skill Objectives

1.	Identifies cause and effect relationships.	P I M S
2.	Makes inferences from data.	P I M S
3.	Identifies and locates sources of information appropriate to a problem and distinguishes between (ir)relevant and (un)reliable information sources.	P I M S
4.	Uses more than one source to obtain information and records observations obtained from sources.	P I M S
5.	Distinguishes statements of fact from opinion, inference, bias, and value judgment.	P I M S
6.	Identifies and establishes criteria for judging courses of action and is able to think through consequences of courses of action.	P I M S
7.	Is able to take a position and defend it.	P I M S
8.	Identifies the central problem in a situation and distinguishes among definitional, factual, and value issues.	P I M S
9.	Evaluates the quality of information retrieved and identifies points of agreement and disagreement.	P I M S
10.	Differentiates between points of view.	P I M S
11.	Recognizes errors, inadequacies or omissions in information.	P I M S
12.	Recognizes interrelationships among concepts.	P I M S
13.	Tests, modifies, and analyzes solutions and predictions.	P I M S

Attitude Objectives

1. Expresses an awareness of the characteristics that give one identity. P I M S

2. Identifies and expresses awareness of one's goals (aspirations) and the goals of the groups with which one identifies. P I M S

3. Expresses awareness of the relative strengths of oneself and the groups with which one identifies. P I M S

4. Demonstrates a growing awareness of responsibility for one's own behavior and how it affects others. P I M S

5. Describes own personal response to a dilemma situation and the possible consequences of the response to self and others; identifies alternative responses. P I M S

6. Develops positive interactions with individuals of all races, cultures, religions, mental and physical characteristics. P I M S

7. Develops a respect for the rights of others. P I M S

8. Encourages and allows others to express their feelings and opinions. P I M S

9. Provides emotional and intellectual support for others. P I M S

10. Demonstrates effective involvement in social interaction. P I M S

11. Participates in making decisions in school, in peer groups, or at work. P I M S

12. Participates in setting, planning, achieving, and evaluating the goals of the groups to which one belongs. P I M S

13. Expresses awareness of the physical, intellectual, and social conditions of human beings, and suggests ways these can be improved. P I M S

14. Demonstrates respect for the moral and legal rights and basic freedoms of all people and nations, and indicates why such respect is important. P I M S

15. Acts in support of the rules or laws of one's society; works responsibly to change those laws which function unjustly. P I M S

16. Participates in social, political, and economic activities in own community.

P	I	M	S

3.0 Social Studies Scope and Sequence

Introduction

The social studies scope and sequence for Sheridan Schools has been agreed on by the Social Studies Task Force. It is presented here for consideration by faculty, administration, and parents.

In the elementary grades the social studies content is thematic, focusing on themes related to people. In the middle school, the program becomes more oriented to courses. In high school, all social studies offerings are courses. Three and one half units of high school social studies are required for graduation.

The scope and sequence below is a one line listing of the theme or course. More detailed outlines by grade level follow.

Grade Level	Theme/Course
K	Myself and Others in My World
1	People At Home and At School
2	People As Members of Groups
3	Our Communities
4	People of a State, Nation, and World
5	American History--People of a Nation
6	Western Hemisphere Studies/Colorado Studies
7	Eastern Hemisphere Studies
8	American Studies
9	Global Studies (required) 1 yr.
10	American Studies (required) 1 yr.
11	Human Behavior (required) 1 sem.
11-12	Economics/Consumer Economics (required) 1 sem.
12	Civics/American Government (required) 1 sem.

GRADE LEVEL OUTLINES

ELEMENTARY SCHOOL

Grade Level: Kindergarten

Theme: Myself and Others in My World

Topic Sequence:

I. Community
   A. Self
      1. Emotions
      2. Citizenship - rules
   B. Family
   C. School and School Helpers
      1. Cooks
      2. Janitor
      3. Secretary
      4. Nurse
      5. Principal
   D. Community Helpers
      1. Fireman
      2. Police
      3. Safety
      4. Careers
   E. Current Events

II. Cultures
   A. Indians

III. Holidays
   A. Thanksgiving
   B. Christmas
   C. Valentine's Day

IV. Transportation
   A. Land
   B. Water
   C. Air
   D. Space

Grade Level: Grade 1

Theme: People at Home and at School

Topic Sequence:

I. Self Concept
   A. Me
   B. My Health (optional)
   C. My Home and Family
   D. My Friends and Neighbors

II. Community
   A. My School
   B. My Neighborhood
   C. Community Helpers
   D. Map Skills

III. Holidays

IV. Our Country
   A. The Flag
   B. The President (optional)
   C. Map Skills

V. Children (Friends, People) in Other Countries

VI. Career Awareness (optional)

Grade Level: Second Grade

Theme: People as Members of Groups

Topic Sequence:

I. Self Concept
   - A. Accepting Responsibility
   - B. Accepting Yourself and Others
   - C. Learning to Solve Problems
   - D. Citizenship
   - E. Patriotism

II. Groups in Our Community
   - A. Community Helpers and Their Contribution
   - B. Careers
   - C. Myself in My Community
   - D. Community Institutions (library, hospital, city hall)

III. Maps
   - A. Map Skills
   - B. Community Maps
   - C. State Maps
   - D. Road Maps

IV. Special Observances
   - A. Observing Holidays
   - B. History of Holidays
   - C. Famous People

V. Current Events
   - A. Keeping Up With Current Events
   - B. Use of Posters

Grade Level: Third Grade

Major Theme: Our Communities

Topic Sequence:

I. Self Concept
   A. Peer relationships and self image as part of group
   B. Self reliance and independence
   C. Problem solving
   D. Dealing with emotions

II. Map and Globe Skills
   A. Different types of maps and their uses
   B. Features: Human-made, nature-made
      1. Poles/Equator, Northern and Southern Hemisphere
      2. Compass Rose, Intermediate directions
      3. Relationship of scale to area
      4. Grids
      5. Symbols, thematic maps

III. Our Communities
   A. People live in many places
      1. Farms
      2. Towns
      3. Cities
         a. Cities grow
         b. Cities change
         c. Cities can be planned
      4. The Future
   B. Food, clothing, shelter
   C. Communication and transportation
   D. Natural resources and their conservation
   E. Occupations (human resources)
   F. Technology
   G. Customs

Grade Level: Fourth Grade

Major Theme: People of a State, Nation, and World

Topic Sequence:

I. Map Skills Study Unit
   - A. Globe
   - B. Continents/oceans
   - C. United States
   - D. Colorado
   - E. Local
   - F. Symbols
   - G. Physical features
   - H. Political maps

II. Colorado Geography and History
   - A. Physical features; national and state parks
   - B. Economic and cultural
   - C. Exploration of West
   - D. Westward movement
     1. Trappers
     2. Miners (gold, silver)
     3. Settlers
     4. Cattlemen
   - E. Fort Logan history
   - F. Sheridan history

III. U.S. Geography
   - A. Physical
   - B. Regional
   - C. Cultural
   - D. Political

IV. World Geography

Grade Level: Fifth Grade

Major Theme: American History--People of a Nation

Topic Sequence:

I. Geography - The Land Called the U.S.
   A. Where is it?
   B. How is it divided into regions, states, communities?
   C. What are its major landforms, physical features, natural resources, major industries, and current environmental concerns?

II. Exploration Period
   A. The first Americans
   B. Explorers and settlers in America - north, south, east, and west
   C. People who have helped our nation. How did the first Americans come into contact with the Europeans and Africans who came to explore and settle in America?
   D. Time lines

III. Founders of Our Nation
   A. Life in early America
   B. Colonialism
   C. Revolution
   D. Constitution
   E. People who have helped our nation

IV. War Between the States
   A. Reasons for
   B. Separation of country
   C. Westward movement
   D. People who have helped our nation

V. Current Events

Grade Level: Sixth Grade

Course Title: Western Hemisphere Studies

Topic Sequence:

I. Climates and Physical Landscapes of the Western Hemisphere
   - A. Basic patterns of climate
   - B. Effects of climate on people
   - C. Culture
   - D. Land
   - E. Effects of climate on soil and vegetation
   - F. Continental Drift theory
   - G. Basic geographical understandings

II. Earliest Americans
   - A. The work of social scientists
   - B. Early nomads of America
   - C. The Eskimos
   - D. The Mayas
   - E. The Incas
   - F. The Aztecs

III. Mexico
   - A. Geographic location
   - B. Natural features
   - C. Natural resources
   - D. History of Mexico
   - E. Lives of rural and urban people

IV. Central America
   - A. Landforms
   - B. The climate
   - C. The economy
   - D. Advantages and disadvantages of the central location of the Panama Canal

V. The Caribbean
   - A. The land
   - B. The history
   - C. The people
   - D. Industries of the Caribbean region
   - E. Greater and Lesser Antilles

VI. South America
   - A. Study of many countries of South America: Venezuela, Colombia, Ecuador, Peru, Bolivia, Chile, Argentina, Uruguay, Paraguay, Brazil, and the Guianas
   - B. Natural features, regions, resources, population, distribution
   - C. Occupations of the people
   - D. Ways of living
   - E. Land reform efforts
   - F. Political and historical events
   - G. Current developments

Grade 6 continued

VII. History of Canada
- A. Historical events significant to Canada's development
- B. Growth from a colony into the 20th century

VIII. Atlantic Provinces
- A. The Maritime Provinces
- B. Nova Scotia
- C. New Brunswick
- D. Prince Edward Island
- E. Newfoundland

IX. Central Provinces
- A. St. Lawrence Valley region

X. Prairie Provinces
- A. Prairie region
- B. Provinces of Manitoba, Saskatchewan, and Alberta

XI. Pacific Provinces and Northwest Territory
- A. Montane West region
- B. Alberta and British Columbia and the Northwest Region

XII. Colorado
- A. Colorado: Land and Animals
  1. History of the land
  2. Plants and animals
- B. Pre-Historic People
  1. Pre-historic people
  2. A visit to Mesa Verde
- C. Tribes and Trailblazers
  1. Indians and explorers
  2. Forts and settlements
- D. Gold Fever
  1. Discoveries and towns
  2. Colonies and railroads
- E. Early Statehood
  1. Cattle and silver
  2. Utes, gold, and a capitol
- F. Twentieth Century Colorado
  1. Colorado today
  2. The capitol and people

Grade Level: 7th Grade

Course Title: Eastern Hemisphere Studies

Topic Sequence:

I. People and the Physical Environment
   - A. Learning to live in the physical environment
   - B. Geography (Mapping land forms)
   - C. Reading all kinds of maps (political, altitude, rainfall, etc.)
   - D. Learning to use the physical environment (Bushmen, farmers, food, shelter, clothing)
   - E. The role of the anthropologist

II. Life Among Early Civilizations
   - A. Sumeria (development and growth of a city)
   - B. The role and work of the archaeologist
   - C. The growth of the ancient Mediterranean world
   - D. River civilizations
   - E. Geography of the Mediterranean region
   - F. The Pheonicians (trade and written communication)
   - G. The Hebrews (Judaism)
   - H. Greece (democracy, famous people, culture)
   - I. Rome (law, famous people, culture, Roman Republic, the fall of Rome)
   - J. The role of the political scientist

III. Life in the Middle Ages
   - A. Christianity (origins and development)
   - B. Moslems (the origin and development of Islam)
   - C. The Scythians (Nomadic life and art work)
   - D. Tribal society (the Germans)
   - E. Seafaring peoples (the Vikings)
   - F. Feudal society (Serfs and knights)
   - G. The Crusades
   - H. Improved systems of farming
   - I. Development of medieval towns, crafts, guilds, trade, markets)
   - J. Constantinople
   - K. Baghdad
   - L. Cordova
   - M. Venice
   - N. The Renaissance (Italy and other cities)
   - O. Michelangelo
   - P. Galileo
   - Q. The Reformation (Martin Luther)
   - R. Kings and queens of Spain, France, England

IV. Modern Life in Western Europe
   - A. Land and climate (Geography)
   - B. England (London, Parliament)
   - C. Industrial revolution
   - D. Colonization

Grade 7 continued

E. City life (urban revolution)
F. Government workers
G. Immigrants
H. French Revolution (1789)
I. France today (political and economic growth from the revolution to the present)
J. Germany of Bismarck
K. World War I
L. Germany of Hitler
M. World War II
N. Germany today (East and West)
O. Role of the historian

V. Modern Life in the Soviet Union and Eastern Europe
A. Geography
B. Role of the linguist
C. Revolutions (Caar Nicholas II, Marx, Lenin, Stalin, Khruschev)
D. Modern Soviet life
E. Nationalism in Eastern Europe
F. Communism, religion, freedom

VI. Modern Life in Asia
A. Geography
B. Role of the sociologist
C. China (Political Revolution)
D. Confucianism, Taoism
E. Population problems
F. Japan
G. Samurai, peasants, feudalism
H. Japan's economic revolution
I. Japan today (education, farming, industry, commerce, culture)

Grade Level: 8th Grade

Course Title: American Studies

Topic Sequence:

I. Geography (Review)
   - A. Review of Terms
   - B. Historical Locations
   - C. Map of United States

II. Colonization (Review)
   - A. Colonies: Background and Influence
   - B. Geographic Influences and Resources

III. Revolutionary War
   - A. Causes
   - B. Military
   - C. Results

IV. Government
   - A. History
   - B. Legislative
   - C. Executive
   - D. Voting
   - E. Judicial
   - F. Bill of Rights and Amendments

V. Overview: 1800-1850*
   - A. Louisiana Purchase
   - B. War of 1812
   - C. Westward Movement
     1. Trails
     2. Mountain Men
     3. Manifest Destiny
   - D. Mexican-American War

VI. Slavery and the Civil War
   - A. Slavery
   - B. Civil War
   - C. Reconstruction

VII. Overview: 1870-1914*
   - A. Growth of the West
   - B. Growth of the Cities
   - C. Inventions

VIII. Immigration
   - A. Who Immigrated? Why Did They Come to the U.S.?
   - B. Problems
   - C. Benefits to U.S. Society

8th Grade continued

IX. Overview: 1917-1945*
- A. World War I
- B. New Technology
- C. World War II

X. Overview: 1945-1983*
- A. Korea
- B. The Sixties: Social Change
- C. Vietnam
- D. The Seventies: Reassessment

XI. Looking Back
- A. The Year in Review
- B. What We Learned and What It Means

*Overview will usually mean an introduction to the content or time period under consideration, not in-depth study.

Grade Level: 9th Grade

Course Title: Global Studies

Topic Sequence:

I. World Topography, Geography, Climate
   A. Location: longitude, latitude, surrounding countries, continent
   B. Coastline: length, relevance, ports
   C. Elevation: entire land mass
   D. Vegetation: natural flora and fauna
   E. Mountains: name, significance, relevance
   F. Rivers: names, significance, relevance
   G. Size: square miles, distance from north to south, east to west
   H. Population: total, density, ethnic group
   I. Climate: overall and specific

II. Political Systems
   A. Official Name: i.e., Federal Republic, etc.
   B. Political Parties: name power structure, function
   C. Division of Power: how a country divides itself for the purpose of rule
   D. Distribution of Power: who has the power, where it comes from, where it goes according to the sufferage
   E. Separation of Power: whether the three branches of government are totally separated or not
   F. Type of Legislature: unicameral, bicameral, or tricameral
   G. Colonization: which country colonized your country
   H. Governmental Intent and Purpose: what the government is for: i.e., to serve the people
   I. Leadership: who is the number one person or persons in the government

III. Religions of the World
   A. Official Type: name of religion, i.e., Christian, Moslem, etc.
   B. Main Concepts: main ideas of the religion
   C. Relevance in the Country: how they look upon it, favorable or not
   D. Monotheistic or Pluristic: how many Gods they worship
   E. Freedom of in the Country: is it legally guaranteed or just theoretical?
   F. Adherence to in the Country: are they strict in their beliefs or do they just go to church on Sunday and then forget about it?
   G. Number of People in Each Religion: how many people in each religion

9th Grade continued

IV. Economic Systems
- A. Official Type: name, i.e., Capitalism, Socialism, or a combination
- B. Ownership of Communications, Transportations, Public Utilities, and Steel: if it is the government or the people who own it
- C. Main Industries: agriculture is included
- D. Ownership of the Small Means of Production or Distribution: if it is the people or the government or a combination of both

V. Culture
- A. Customs and Traditions: holidays and special days they celebrate
- B. Clothing: traditional, functional, material availability, fashion, mores, religion
- C. Food: what is produced and available for imports, main staple, and traditional foods
- D. Marriage and Courtship: prearranged or Western culture, how long do the courtships last, and divorce
- E. Recreation: what kind and why, dancing, if they participate or if they just watch, what it tells about the society
- F. Sports: what kind and why, if they just watch or if they participate
- G. Art and Paintings: what it tells about the people
- H. Music: style, what it shows about the people's feelings
- I. Education: system, what they produce and teach, co-ed or not
- J. Life Philosophy: what they live for, motivation
- K. Language: different languages and the number of people who speak each

IV. Foreign Relations with the Country
- A. Treaties: defense, trade, peace
- B. Trade: what we exchange with them, who they do most of their trade with
- C. Diplomatic Relations: ambassadors, ministers, envoys (names)
- D. Other Relevant Factors: anything not covered that you feel is important

Grade Level: 10th Grade

Course Title: American Studies

Topic Sequence:

I. Rebuilding the Nation (1865-1900)
   A. Restoring the South to the Union (1865-1900)
   B. Severe Trials for Democracy (1865-1900)
   C. Conquering the "Last Frontier" (1865-1900)

II. The Rise of Industrialism (1860s-1890s)
   A. Business Pioneers and the Growth of American Industry
   B. The Revolt of American Farmers Against Big Business Practices
   C. The Struggle of American Workers to Organize
   D. Changing Ways of Life in the New Industrial Age

III. The Arrival of Reform (1897-1920)
   A. The Start of Reforms Under the "Square Deal" (1897-1909)
   B. The Extension of Reforms Under the "New Freedom" (1909-1920)
   C. The Big Change in American Ways of Life

IV. Becoming a World Power (1898-1920)
   A. American Expansion Overseas (1898-1914)
   B. American Expansion in the Caribbean (1898-1914)
   C. America's Entry into World War I (1914-1920)

V. The "Golden Twenties" (1920-1932)
   A. From Prosperity to Economic Collapse (1920-1932)
   B. American Rejection of World Leadership (1920-1932)
   C. An Accelerated Pace of Living in the "Golden Twenties"

VI. The New Deal and World War II (1932-1945)
   A. Undertaking a Great Experiment (1932-1936)
   B. The Great Experiment on Trial (1936-1940)
   C. Moving from Isolationism Into War (1932-1941)
   D. Americans in the Second World War (1941-1945)

VII. The Challenges of a New Era (1945-1980s)
   A. Problems on the Domestic Front (1945-1970s)
   B. The Challenges of World Leadership (1946-1960)
   C. Re-examining the Nation's Role in World Affairs (1960-1980s)
   D. America's Entry into a New Era
   E. Problems as well as Promise for a New Generation of Americans

Grade Level: 11th Grade

Course Title: Human Behavior

Topic Sequence:

1st Quarter--Sociology: The Study of Human Behavior

I. Unit 1 - What is Sociology?
   A. Definition
   B. Evaluation
   C. How sociologists solve problems

II. Unit 2 - Culture
   A. Definition
   B. Change
   C. Values
   D. Deviation

III. Unit 3 - Groups
   A. Interaction of Groups
   B. Class structure
   C. Social structure
   D. Social mobility

IV. Unit 4 - Institutions
   A. Purpose
   B. Types
   C. Characteristics

2nd Quarter--Invitation to Psychology

V. Unit 1 - Introduction
   A. Define learnings
   B. Why study psychology

VI. Unit 2 - Learning and Creativity
   A. Define learning
   B. Types of learning
   C. Defining creativity
   D. Testing creativity
   E. Factors affecting creativity

VII. Unit 3 - Human Development
   A. Infancy and childhood
   B. Adolescence
   C. Adulthood

VIII. Unit 4 - Individual Behavior
   A. Effects of the brain
   B. Emotions
   C. Consciousness

11th Grade continued

IX. Unit 5 - Personality
- A. The self
- B. Types of personality
- C. Abnormal behavior

Grade Level: 11th Grade

Course Title: Consumer Economics

Topic Sequence:

I. Unit 1 - Introduction
   A. Goods and services
   B. Market
   C. Supply
   D. Demand
   E. Profit
   F. Circular flow of goods and money

II. Unit 2 - Decision Making and Goals
   A. Choice
   B. Steps of decision-making
   C. Resources
   D. Types of goals

III. Unit 3 - Budgeting
   A. Define budget
   B. Income
   C. Fixed expenses
   D. Variable expenses
   E. Steps of budgeting

IV. Unit 4 - Protecting the Consumer and Ethics
   A. Better Business Bureau
   B. Fraud
   C. Cost of shoplifting
   D. Consumer protection

V. Unit 5 - Buying Principles and Buying Food
   A. Planning in buying
   B. Sales
   C. Places to buy
   D. Comparison shopping
   E. Nutrition in buying food
   F. Unit prices
   G. Brands

VI. Unit 6 - Credit
   A. Define credit
   B. Where to get credit
   C. Credit cards
   D. Credit rating
   E. Cost of credit
   F. Abuse of credit

11th Grade continued

VII. Unit 7 - Buying a Car
- A. Reading car advertisements
- B. What to look for in a used car
- C. Cost of a used car
- D. Cost of a new car
- E. Dealers
- F. Recalled cars

VIII. Unit 8 - Housing
- A. Choosing a location
- B. Choosing an apartment
  - 1. Leases
  - 2. Landlords
  - 3. Problems and housing standards
- C. Cost of buying
  - 1. Mortgages
- D. Choosing a house
- E. Condominiums
- F. Mobile Homes

IX. Unit 9 - Banking
- A. Types of checking accounts
- B. Writing checks
- C. Writing deposit slips
- D. Check registers
- E. Endorsements
- F. Reconciling bank statements
- G. Electronic money
- H. Goals in saving
- I. Interest on savings accounts
- J. Types of banks for saving

X. Unit 10 - Other Economic Activity
- A. Gross National Product
- B. Unemployment
  - 1. Measurement
  - 2. Types
- C. Consumer Price Index
- D. Business cycles
- E. Inflation
- F. Fiscal policy
- G. Monetary policy

Grade Level: 11th Grade

Course Title: Introduction to Economics

Topic Sequence:

I. Unit 1 - Introduction
   - A. Define economics
   - B. Scarcity and choice
   - C. Capitalism
     1. Private property
     2. Profit
   - D. Factors of production
   - E. Opportunity cost

II. Unit 2 - American Economy
   - A. Private enterprise
   - B. Laissez-faire
   - C. Circular flow of goods
   - D. Competition
   - E. Monopoly
   - F. Oligopoly

III. Unit 3 - Comparative Economic Systems
   - A. Communism
   - B. Socialism
   - C. Marxism
     1. Proletariat
     2. Capitalists
     3. Bourgeoisie
   - D. Soviet Union's economy
     1. Lenin
     2. Stalin
        a. Five-year plans
   - E. People's Republic of China
     1. Great Leap Forward
   - F. Sweden's economy
   - G. Japan's economy

IV. Unit 4 - Demand
   - A. Define demand
   - B. Demand schedule
   - C. Demand curve
   - D. Quantity demanded
   - E. Law of demand
   - F. Elasticity of demand

V. Unit 5 - Supply
   - A. Define supply
   - B. Law of supply
   - C. Supply curve
   - D. Elasticity of supply
   - E. Principle of diminishing returns

11th Grade continued

F. Fixed cost
G. Variable cost
H. Marginal cost
I. Revenue
J. Profit maximization

VI. Unit 6 - Price
A. Market equilibrium
B. Surplus
C. Shortage
D. Equilibrium price
E. How price is determined

VII. Unit 7 - Unions and Wages
A. Union
B. Labor
C. Wage determination
D. Minimum wage

VIII. Unit 8 - Money and Banking
A. Characteristics of money
B. Federal Reserve System
C. State banks
D. National banks
E. Commercial banking

IX. Unit 9 - Monetary Policy
A. Monetary standard
B. Gold standard
C. Monetary policy

X. Unit 10 - Unemployment
A. Unemployment rate
B. Kinds of unemployment
C. Inflation
1. Causes
2. Effects on unemployment

XI. Unit 11 - Resources and Economics
A. Demand of resources
B. Energy
C. Resources
D. Pollution

Grade Level: 12th Grade

Course Title: Civics

Topic Sequence:

I. Politics and People
   A. Politics - private and public
   B. American people
      1. Who are they?
      2. Interest groups
      3. What do Americans argue about?
   C. You and Your Government
      1. What is government?
      2. What do they do?
      3. Conflict over government activities

II. The Constitution
   A. Making a constitution
      1. Conventions
      2. Conflict and compromise
      3. Accepting
   B. Our Constitution
      1. Organization
      2. Principles
      3. Rights
      4. Amendments
      5. Responsibilities

III. Federal Government
   A. What is public policy
      1. Why do we have public policies?
      2. What makes a good policy?
   B. The president
      1. Six jobs
      2. Choosing
      3. Communication
   C. The Executive Branch
      1. Organization of the executive branch
      2. The work of the commerce department
      3. The civil service
   D. The Congress
      1. Senate and House of Representatives
      2. Getting a bill through congress
      3. The work of a U.S. senator
   E. The Federal Courts
      1. Two supreme court cases
      2. A federal district court in action
      3. Appealing a federal case

12th Grade continued

IV. State and Local Government
- A. State Government
  1. Fifty units of government
  2. How state governments are organized
  3. The work of the states
- B. Local Government
  1. Neighborhood issues
  2. Local governments
  3. Sixty thousand other governments

V. Voting and Elections
- A. Political Beliefs
  1. An interest in politics
  2. Political attitudes
  3. Mass media and political behavior
- B. Political Parties
  1. What is a political party?
  2. People are the party
  3. What political parties do
- C. Electing our Leaders
  1. Who seeks public office?
  2. How are party candidates chosen?
  3. Who votes for public officials?
- D. Influencing the Government
  1. Citizens communicate with government
  2. People demonstrate and protest
  3. People make policy decisions

VI. Law and Justice
- A. Equal Justice for All
  1. Why do Americans go to court?
  2. Should anyone be above the law?
- B. Our Court System
  1. Operation of state courts
  2. Juries in our justice system
  3. Small claims courts
- C. Police and Law Enforcement
  1. Police departments today
  2. Crime in the U.S. today
  3. The criminal justice system

VII. Politics and the Economy
- A. Economic Systems
  1. What is economics?
  2. What does an economic system do?
  3. Four basic economic questions
- B. Traditional and Command Economies
  1. An economy run by tradition
  2. Economies run by command

12th Grade continued

C. The American Market Economy
   1. The free enterprise system
   2. Government regulates the economy
   3. Government promotes business activity

D. The Taxes We Pay
   1. Our tax burden
   2. What makes a good tax?
   3. Taxing for social purposes

VIII. Foreign Policy

A. American Foreign Policy
   1. What is foreign policy?
   2. Who makes foreign policy?
   3. Who carries out foreign policy?

B. A Foreign Policy Issue
   1. The dilemma of foreign aid
   2. Human rights and foreign policy
   3. Prisoners of conscience

C. International Organizations
   1. America and the world community
   2. The United Nations
   3. Changes in the United Nations

Grade Level: 12th Grade

Course Title: American Government

Topic Sequence:

I. The Foundations of the American Government System
   - A. Modern Political and Economic Systems
   - B. To Form a More Perfect Union
   - C. The Living Constitution
   - D. The Nation and the States: Federalism

II. Citizenship and Civil Rights
   - A. The Golden Door: Immigration and Citizenship
   - B. Civil Rights: Fundamental Freedoms
   - C. Civil Rights: Equal Justice under Law

III. The Politics of American Democracy
   - A. Government by the People: Political Parties
   - B. Government by the People: Voters and Voter Behavior
   - C. Government by the People: The Electoral Process
   - D. Government by the People: Public Opinion and Pressure Groups

IV. Congress: The First Branch
   - A. The Congress
   - B. Congress in Action
   - C. The Powers of Congress

V. The Presidency: The National Administration and Public Policy
   - A. The Presidency
   - B. The Presidency in Action
   - C. The National Administration
   - D. Foreign Affairs and National Defense
   - E. American Foreign Policy
   - F. Government and Finance
   - G. Government and Business: Regulation and Promotion--Part 1
   - H. Government and Business: Regulation and Promotion--Part 2
   - I. Government and Labor
   - J. Government and Environment
   - K. Government and Human Resources

VI. The Courts and the Administration of Justice
   - A. The Federal Court System
   - B. The Administration of Justice

VII. State and Local Governments
   - A. State Constitutions
   - B. State Legislatures
   - C. The Governor and State Administration
   - D. State Court Systems
   - E. Governing the Communities
   - F. Financing State and Local Governments

APPENDICES

APPENDIX A

Sheridan Public Schools
Social Studies Curriculum Materials Analysis System

This analysis system was prepared by the Social Studies Council of Sheridan Public Schools. It is designed to assist those involved in assessing materials appropriate for Sheridan students. Ratings on the criteria listed are as follows: 1-Does not meet criteria; 2-Partially meets criteria; 3-Mostly meets criteria; 4-Fully meets criteria; N/A-Criteria not applicable for grade level.

Name of Analyst _____

Materials Title _____

Publisher _____

Copyright Date _____

Grade Level (according to publisher) _____

I. Readability of Student Materials
   A. Publisher's assessment _____
   B. Fry Readability assessment _____

	1	2	3	4	N/A
II. Physical Characteristics					
A. General attractiveness					
B. Durability					
C. Print/photograph/art/graphic/color quality					
III. Rationale and Objectives					
A. Degree to which text rationale meets district rationale					
B. Degree to which knowledge objectives meet district knowledge objectives					
C. Degree to which skill objectives meet district skill objectives					
D. Degree to which attitude objectives meet district attitude objectives					
IV. Content					
A. Appropriate to district scope and sequence					
B. Appropriateness of cognitive content					
C. Appropriateness of skill content					
D. Appropriateness of affective content					
E. Free of bias (religion, sex, political, ethnic)					

	1	2	3	4	N/A
V. Instructional Characteristics					
A. Variety of learning activities					
B. Consideration of student developmental levels					
C. Appropriateness of learning activities					
VI. Teacher Materials					
A. Ease of use					
B. Preparation time					
C. Organization					
D. Completeness					
E. Use of references					
F. Evaluation procedures available					
VII. Other Considerations					
A. Unit/chapter organization (introduction, summary, etc.)					
B. Format (table of contents, glossary, index, bibliography)					
C. Use of primary source materials					
D. Writing style					
E. Availability of supplementary materials					

VIII. Distinguishing Characteristics

_____

_____

_____

IX. Overall Evaluative Comments

_____

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APPENDIX B

Recommended Basal Materials

Grades 1-5 Follett Social Studies, Follett Publishing Co., Chicago, Ill., 1983.

Grades K-3 Graphic Learning Primary Program, Graphic Learning, Inc., Boulder, Colo., 1983.

Grade 6 Exploring Our World: Latin America and Canada, Follett Publishing Co., Chicago, Ill., 1981.

Grade 7 Exploring Our World: Eastern Hemisphere, Follett Publishing Co., Chicago, Ill., 1981.

Grade 8 America Is, Merrill Publishing Co., Columbus, Ohio, 1982

Grade 9 Kane, Paul, et al., Global Insights. Columbus, Ohio: Merrill, 1980.

Grade 10 Todd, Lewis Paul and Merle Curti. Rise of the American Nation. New York: Harcourt, Brace, 1977.

Grade 10 Garraty, John A. American History. New York: Harcourt, Brace, Jovanovich, 1982.

Grade 11 Thomas, W. LaVerne. Sociology: The Study of Human Relationships. New York: Harcourt, Brace, Jovanovich, 1977.

Grade 11 Ragland, Rachel G. and Burt Saxon. Invitation to Psychology. New York: Scott, Foresman Co., 1981.

Grade 11 Clayton, Gary and James E. Brown. Economics: Principles and Practices. Columbus, Ohio: Merrill, 1983.

Grade 11 Morton, John. Consumer Action. Boston: Houghton Mifflin, 1983.

Grade 12 Senior Seminar--no textbook

Grade 12 McClenaghan, W. A. Magruder's American Government. Boston: Allyn and Bacon, 1982.

Grade 12 Branson, Margaret. Civics for Today. Boston: Houghton Mifflin, 1980.